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ABSTRACT

This bibliography is intended to be relatively comprehensive--within the monograph literature--concerning the broad scope of topics that fall under the general rubric of "adult education." It excludes periodical literature, master's theses, and dissertations. The bibliography is divided into topical chapters, some of which are further subdivided. Many works appear in two and sometimes three places. Approximately 220 entries appear. Topical chapters are as follows: general works in adult education; agencies and institutions, with 6 subdivisions: cooperative extension, community and public school, colleges and universities, libraries, museums, and other; historical and bibliographical works in adult education; adult education in other countries, with 5 subdivisions: Africa, Asia, Central and South America, Europe, and other; learning and development theory in adult education; literacy and adult basic and secondary education; methods, materials, and media in adult education; program planning in adult education; religion and philosophy in adult education; special populations in adult education, with 10 subdivisions: correctional education, elderly, health, military, minorities, nurses, parent education, women's education, worker's education, and other; learning, training, and the workplace, with 2 subdivisions: continuing professional education and training; and bibliographies in adult education. (YLB)

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ADULT EDUCATION:

A BIBLIOGRAPHY OF ENGLISH-LANGUAGE BOOKS AND SELECTED NON-PERIODICAL LITERATURE THROUGH 1998

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1999

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This is a partial list of books only. The ones USM's library is supposed to have include call numbers and a complete citation. The ones marked NIL (not in library) may have incomplete titles. Some may be placed on one-week reserve. Obviously, students are not restricted to books on this list, and some may not fit the guidelines for selection indicated above. You will also note that these citations are not in APA format.

PREFACE

A truly comprehensive bibliography of adult education works would certainly yield numerous volumes. Even when restricted to English language publications, the periodical literature is vast and growing exponentially. Most bibliographies tend to focus on a specific, reasonably well-defined topic and include all the literature that can be found relative to that topic, including, of course, the periodical literature. The goal of this project, however, was to sacrifice the periodical literature (as well as non-English works) in favor of relative comprehensiveness--within the monograph literature--concerning the broad scope of topics that fall under the general rubric of "adult education." Of course the vexing question of what adult education is and what should be counted plague the bibliographer as well. Its parameters, to borrow the mathematical metaphor, are nebulous and fluid, especially compared to, say, a bibliography of works about Thomas Jefferson, where decisions about inclusion and exclusion are more easily defined. But in adult education, there is honest professional debate about what kinds of activities constitute adult education. Some would eliminate any adult learning that is required or mandated; some would eliminate all job training or human resource development; some, like Eduard Lindeman, would eliminate at least from "true" adult education anything of a vocational nature or anything having to do with entrance requirements, examinations, and degrees. The approach taken here is to include training where it deals with adults on the premise that its purpose is learning. On the other hand, the vast literature on vocational education and training which does not specifically address primarily adults is not included; the volume of general works on vocational education dictates that limits on inclusion must be set somewhere. Similarly, works on higher education, including the growing literature on community colleges, are excluded except when they deal with a specifically adult clientele. Dissertations and master's theses were also excluded, particularly since they are exclusively covered in other bibliographies.

Given the breadth of adult education, bibliographic completeness even within the monograph literature is an elusive and even illusory goal. Still, the search for citations was conducted on several fronts. In addition to an examination of the card catalogue of The University of Southern Mississippi library using several subject headings (adult education, literacy, training, etc.), the bibliographies of all adult education books in the library's holdings were scoured. Similarly examined were articles and book reviews from Journal of Adult Education (1929 and following), Adult Education (1951 and following), Adult Education Quarterly (1983 and following), and Lifelong Learning (1977 and following). Recent catalogues of publishing firms which publish adult education books (Jossey-Bass; Routledge) were naturally helpful, especially with more recent titles, as were flyers from companies announcing publication of books dealing with the field. Other bibliographies were also examined, of course.

The bibliography is divided into topical chapters, some of which are further sub-divided. While this cannot substitute for annotation (which was deemed logistically unfeasible here), it does provide a lead as to the monograph's subject matter. Many works appear in two and sometimes three places; Furet and Ozouf's Reading and Writing: Literacy in France from Calvin to Jules Ferry, for example, is listed in the International, Literacy and History chapters.

The great curses of the bibliographer are that the work is out of date by the time it is printed and the lurking fear that some obvious and important work has been omitted. The first one nothing can be done about and the second must be endured.

John R. Rachal
Hattiesburg, Mississippi
1999

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